

Pre-School EYFS Curriculum End Points

At Emmanuel Holcombe, our Pre-School curriculum end points set out the key knowledge, skills and understanding we want children to develop by the end of Pre-School. They give practitioners a clear understanding of what we are working towards, while recognising that children have different starting points, develop at different rates and may demonstrate their learning in different ways.

These end points provide secure foundations for the next stage of learning and help inform children's starting points as they move into Reception. Our Reception curriculum builds upon these foundations, allowing knowledge and skills to be revisited, extended and developed as children progress through the EYFS.

Our End Points work alongside our:

- **Progression of Skills and Knowledge Map** – showing how knowledge and skills develop from Pre-School through to the end of Reception.
- **Progression of Skills Checkpoints** – breaking the learning journey into smaller, progressive steps to support ongoing assessment and identify what children may need next.
- **Long-Term Plan** – showing how we may provide opportunities for these end points to be taught, explored, revisited and developed through planned experiences, texts, interactions and continuous provision.

End Points and Seesaw

Our curriculum end points are also set up as **Skills within Seesaw**. Practitioners can link meaningful observations and examples of children's learning to the relevant end points as they occur naturally through **play, provision, interactions and adult guided learning**.

Seesaw is one way of capturing and sharing learning and contributes to practitioners' wider knowledge of each child. The End Points and Seesaw Skills are **not intended to be used as a tick-list or rigid assessment system**, and staff are not expected to collect a set number of observations against every end point.

Our curriculum remains **broad, balanced, progressive and ambitious**, while being responsive to children's individual starting points, interests and needs.

Pre-School EYFS Curriculum End Points

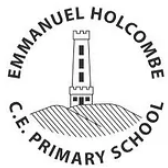
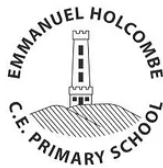
Communication and Language		Autumn	Spring	Summer
Attention & Understanding	To take turns when speaking in conversation.			
	To begin to use new vocabulary in different contexts.			
	To be able to explain the meaning of new words.			
	To be able to follow a 2-step instruction.			
	To be able to pay attention to more than one thing at a time.			
	To remember and talk about key events from a familiar story.			
Speaking	To be able speak in sentences of 4 to 6 words.			
	To share ideas or give a simple statement.			
	To ask and answer simple 'what', 'why' or 'where' questions.			
	To express their wants, needs, and feelings using words.			
	To begin to use conjunctions (e.g. "because", "and") when speaking.			
	To use talk to plan and organise their play			
	To use repeated phrases or longer story sentences during role play or storytelling			
Understanding the World				
History	To be able to name and talk about their family members.			
	To be able to identify their own position in their family.			
	To be able to talk about their own past.			
Geography	To be able to describe their home.			
	Can name their local area and describe some features of it. E.g. Hilly, Green			
	Know that there are different countries in the world.			
	Are able to identify some differences between the countries of the world using photos and videos.			
	To know the name of the country they live in (England/UK)			
	To talk about where they live and places they visit (e.g., shops, parks).			
PSHE	To recognise that everyone is different and that is a good thing.			
	Begin to identify and ask questions about a range of occupations.			
	To name people who help us at school.			
	To recognise the emergency services.			
Science	Can name and identify a range of weather types.			
	Can name the 4 seasons and some features of each season.			
	Can identify some plants and flowers.			
	Can explain simply how a plant grows.			
	Understand simple key features of the life cycle of a plant and animal.			
	Can explain simply how to take care of an animal.			
	Can talk about the differences between materials.			
	To talk about the different forces they feel.			
RE	To be able to recount a simple story told or heard by Jesus.			
	To understand a Christian festival. E.g. Easter/Christmas			
	To be able to talk about other religions or festivals E.g. Diwali, Chinese New Year, etc.			
ICT	To be able to explore and use simple technology with support.			
	To begin to understand cause and effect when using technology. (pressing a button makes a toy move, touching the screen changes an image)			
Literacy				
Writing	To be able to write some or all of their name independently.			
	To be able to form the letters in their name correctly.			
	To give meaning to the marks they make as they draw, write and paint.			

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	To make marks with meaning for a purpose, e.g. pretend letter writing.			
Word Reading	To orally blend some simple words.			
	To show interest in letters and sounds in the environment (e.g., signs, labels).			
	To be able to identify the initial sound of some words.			
	To orally segment some simple words.			
	To be able to sing a range of nursery rhymes and songs.			
	To be able to identify environmental and instrumental sounds.			
	To be able to clap and count out syllables.			
	To be able to identify rhyming words.			
	To begin to understand what alliteration is.			
	To join in with rhymes and familiar stories with repeated refrains.			
	To be able to read and recognise their name.			
Comprehension	To make simple predictions about stories or information books.			
	To be able to recall a fact from a familiar story.			
	To be able to recall a fact from a non-fiction book.			
	To be able to recount a story that is familiar to them.			
	To engage with a book independently or with an adult for pleasure or information			
	Understand that print can have different purposes.			
	To understand that print has meaning.			
	Understand that we read from left to right.			
	Understand that we read from top to bottom.			
	To understand how to turn pages in the correct order when reading.			
	To be able to identify some simple parts of a book (e.g. front cover, title, pictures).			
Physical Development				
Gross Motor	Can hop, skip and balance on one leg with growing control.			
	Can make large movements using arms, legs, and whole body.			
	Can jump and land safely on both feet.			
	Can run with control and jump with two feet.			
	Can safely ride a balance bike.			
	Can put on their coat. (They may not be able to fasten the zip.)			
	Can move larger objects with help from an adult or peer.			
	Can go up and down stairs or climb safely using alternate feet.			
Fine Motor	Can put on own shoes or wellies with increasing independence.			
	Can begin to dress and undress independently (e.g. undoing buttons).			
	Can make snips using scissors.			
	Shows preference of a dominant hand.			
	Can use a pencil, paint brush or other one-handed tool.			
	Developing a comfortable grip using a tripod hold for drawing and writing tools.			
	Can thread beads or string through large holes to develop hand-eye coordination.			
Expressive Art and Design				
DT	Uses tools and equipment safely and with guidance.			
	Can join a variety of materials to create textures or structures.			
	Can experiment with a range of tools to complete a task.			
Art	Draws simple figures, such as a face, using circles and added features.			
	Expresses feelings or experiences through drawing or painting.			
	Can explore what happens when colours are mixed.			
	Talks about an artist or artwork they have explored.			
	Creates representations that reflect ideas, feelings or experiences			
Music	Can listen to sounds, rhymes and songs.			
	Can sing a song by heart.			
	Joins in with familiar tunes, sometimes matching pitch and rhythm.			
	Can create their own simple songs or tunes.			

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	Can name a few common instruments.			
	Has tried to play a range of instruments from a range of families. E.g. Percussion, etc.			
	Responds to music and expresses preferences or feelings about it.			
Imag... Play	Be able to take part in pretend play.			
	Be able to create imaginary story lines in their play.			
	Can have an object represent something else when playing.			
	Uses small-world play to create imaginative scenes and stories.			
Personal, Social & Emotional Development				
Self-Regulation	To be able to identify something that they are good at.			
	Begins to share and take turns with support.			
	To be able to identify some of their own emotions.			
	Seeks help from a familiar adult when faced with conflict.			
Managing Self	To be able wash their hands independently.			
	To be able to identify when they need the toilet.			
	To be able to use the toilet independently.			
	Talks about the importance of brushing their teeth			
	Begins to brush teeth with some adult support			
	Can understand which parts of their body are private.			
Building Relationship	To have formed a secure relationship with an adult.			
	To have formed a friendship with another child.			
Maths				
Number	To recognise numbers to 5.			
	Beginning to recognise numbers to 10.			
	Can count forwards to 5, sometimes to 10, and back from 5.			
	Can count items up to 10 items using 1:1 correspondance.			
	Can subitise up to 3.			
	To be able to show finger numbers up to 5.			
	To be able to Identify the digit and match it to its number up to 5.			
	To experiment with mathematical symbols.			
	Beginning to form digits up to 5 correctly.			
	To compare quantities and use the terms more and fewer.			
	To be able to identify numbers up to 5 in different representations.			
Pattern	To be able to copy an ABAB repeating pattern.			
	To be able to extend an ABAB repeating pattern.			
	To be able to create their own AB pattern.			
	Beginning to correct an incorrect AB pattern.			
Space	To understand and comprehend a range of positional language.			
	Uses positional language such as under, on top, behind, etc.			
	To describe a familiar route using positional language.			
Shape	To be able to name some 2D shapes (circle, triangle, square.			
	To be able to describe 2D shapes using informal words.			
	To be able to use 2D and 3D shapes in their play. E.g. Building			
	To be able to combine two shapes to make a new one.			
Measure	To be able to compare the mass of items.			
	Begins to explore weight and mass using hands or simple scales.			
	To be able compare the length, width and height of items.			
Time	Can join in with days of the week songs or routines.			
	To know the month of their birthday.			
	To know the 4 seasons of the year.			
	To use words such as first, then to describe the sequence of events.			



Pre-School
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	To be able to talk about the immediate past and future.			
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